DOCUMENT RESUME

ED 205 177 IR 009 480

AUTHOR Shaffer, Dale E.
TITLE Management Concepts for Improving Libraries (A Guide for the Professional Librarian).
REPORT NO ISBN-0-915060-14-0
PUB DATE 79
NOTE 42p.
AVAILABLE FROM Dale E. Shaffer, 437 Jennings Ave., Salem, OH 44460 ($3.95).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Administrative Principles; Administrator Guides; *Fundamental Concepts; Librarians; *Library Administration; Library Planning

ABSTRACT

This guide, which stresses four basic functions of library management--planning, organizing, coordinating, and controlling--presents a collection of 53 management concepts and principles applicable for use in every library. The term management concept, as used in the context of this guide, means a workable idea, thought, or opinion--based on experience--which leads to a course of action producing a desirable organizational result. Arrangement of materials is alphabetical by key management area, e.g., administrative skills, art of librarianship, authority. A complete listing of the concept areas discussed is provided in the table of contents. (Author/RAA)

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MANAGEMENT CONCEPTS FOR IMPROVING LIBRARIES

(A Guide for the Professional Librarian)

by

Dale E. Shaffer

1979

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Foreword

The contents of this book represent a collection of management concepts and principles applicable for use in every library. They have been collected by the author through many years of observing library operations from the position of library director, consultant and teacher. Many of the concepts have come out of discussions with numerous librarians in school, college, public, and special libraries. Serving as an important part of a course in library administration, the material has also been used extensively in workshop training sessions and as criteria for library evaluation.

Arrangement of material in the book is alphabetical by key management area; e.g., administrative skills, art of librarianship, authority, etc. A complete listing of the concept areas discussed is provided at the beginning of the book. As a handbook, it can easily be scanned to locate practical information.

The quality of management in libraries varies significantly; mainly because of a lack of basic organizational principles and philosophy. The importance and value of management concepts in librarianship is the reason for this handbook. It provides the essentials of a brief course in professional management.

There are four basic functions of library management: (1) planning, (2) organizing, (3) coordinating, and (4) controlling. In carrying out these functions, the professional librarian utilizes many concepts and techniques. Those concepts are the subject of this book.

The term "management concept", as used in the context of this book, means a workable idea, thought, or opinion - based on experience - which leads to a course of action producing a desirable organizational result. A concept is true to the degree that it works in a desirable manner. For those librarians interested in developing an effective management philosophy, the concepts are necessary guides to action. They are universally applicable. If they work in one library, then they should work equally well in every other library.

Anyone interested in further information about the subject of creative librarianship can write the author for two booklets: "Creativity for Librarians" (39p., 1973, $3.00 pap.), and "A Handbook of Library Ideas" (33p., 1977, $3.50 pap.).

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(1) ISBN 0-915060-14-0

Contents

Concept Area:			page
	1	Administrative Skills	3
	2	Art of Librarianship	3
	3	Authority	3-4
	4	Communication	4-5
	5	Controlling	5
	6	Cooperation	5
	7	Coordinating	6
	8	Creative Action	6-7
	9	Creativity	8-10
	10	Criticism	10
	11	Decision-Making	10-11
	12	Delegation	12
	13	Discipline	12
	14	Efficiency	12-13
	15	Employee Evaluation	13
	16	Employee Relations	14-15
	17	Employee Wants	15
	18	Excessive Management	15-16
	19	Experience	16
	20	Grievances	16
	21	Homogeneous Assignments	16-17
	22	Inefficiency	17-18
	23	Job Analysis	18
	24	Job Descriptions	18
	25	Leadership	18-20
	26	Library Evaluation	20-22
	27	Library Improvement	22-24
	28	Library Objectives	24
	29	Management Functions and Principles	25
	30	Management Knowledge	25-26
	31	Morale	26
	32	Motivation	26-27
	33	Order-Giving	27
	34	Organizational Relationships	27
	35	Organizing	27-28
	36	Paperwork	28-29
	37	Performance	29-30
	38	Planning	31
	39	Policies	31-32
	40	Problem-Solving	32-34
	41	Professional Criteria	34
	42	Public Relations	34
	43	Responsibility	34-35
	44	Standardization	35
	45	Standards	35
	46	Suggestion System	36
	47	Supervision	36
	48	System	36
	49	Teamwork	36-37
	50	Training and Development	37-38
	51	Turnover	38-39
	52	Waste	39
	53	Work Simplification	40

MANAGEMENT CONCEPTS

1. ADMINISTRATIVE SKILLS - (1)

   A. There are three basic skills of library administration. First, technical skill. This implies an understanding of, and proficiency in, all areas of librarianship, including methods, processes, procedures and techniques. It involves specialized knowledge and analytical ability for using professional tools and techniques. Secondly, are human skills. These skills imply an ability to work effectively as a group member and to build cooperative effort within the team. Inability to manage people relationships is one of the major causes of administrative failure. Third, is conceptual skill. This involves an ability to see the library organization as a whole. It includes recognizing how the various functions of the library depend upon one another, and how changes in any one part affect all the others. It also includes visualizing the relationship of the library to the school, community, and nation. Decisions affect not only the administrator but also those who actually put the decisions into action.

2. ART OF LIBRARIANSHIP - (2)

   A. Art is the process of putting elements together in a manner different from ever before. In this sense, building and directing a library can be considered an art by the librarian doing it. No two libraries contain the exact same ideas and resources, or utilize the same procedures. Operations must necessarily be designed uniquely to satisfy the needs of a particular community of patrons. Complete standardization is neither possible nor desirable.

3. AUTHORITY - (3)

   A. The real source of authority possessed by a library administrator lies in the acceptance of its exercise by those who are subject to it. An administrator may possess formal authority, but such possession is meaningless unless that authority can be effectively used. And, it can be so used only if it is accepted by his subordinates. Thus, to be effective, formal authority

(3)

AUTHORITY - (Continued)

must coincide with authority determined by its acceptance. The latter defines the useful limits of the former.

4. COMMUNICATION - (4)

A. Every communication a librarian makes does two things: it conveys ideas and it generates feelings. It brings out either the best or the worst in the other person. The patron's and employee's feelings, needs and motives must be considered, as well as their literacy levels.

B. Facts about any subject can be explained in plain language and in an attractive way if we have the wit to do it and take the time to plan how to get our ideas across. There are some matters, events, and thoughts which are difficult to reduce to one-dimensional scale, but if the cause we are sponsoring demands obscurity, we can at least be obscure clearly. When a word kindles the same meaning in the mind of the hearer as in the mind of the speaker, we then have successful communion.

C. When communication both upward and downward within a library is open, accurate, honest, and swift, those in authority are placed in the enviable position of being able to correct matters needing improvement and check rumor before it corrupts morale. The grapevine is not a satisfactory medium by which people in authority should learn about employee wants and complaints.

D. The destructive grapevine in any library works hardest where management fails to provide necessary information to the people involved. It is very important for supervision to discuss impending actions with staff members, instead of suddenly dropping an action-bomb in their midst. Hold nothing back unless there is good reason. The waste caused by failure to develop human resources is not all inscribed in the ledger. It is also to be found in the large shadowy area of communication which must be penetrated by creative thought. Work is lost when friction is present.

E. Listening is important in the process of library communication. By listening, supervisory

(4)

COMMUNICATION - (Continued)

personnel reduce misunderstanding, argument and conflict. They also draw, to their own advantage, on the experience and opinions of others.

5. CONTROLLING - (5)

A. The management function of "controlling" in a library is the process of determining what is being accomplished, evaluating it, and if necessary, applying corrective measures to assure performance according to plans. An administrator is controlling when he sees that everything is being carried out in accordance with established plans, orders given, and recognized methods. The purpose is to point out mistakes that can be rectified and prevented from occurring again. The need for control depends upon how well the three initial functions of planning, organizing, and coordinating are carried out. Problems occur in every library and the director should be constantly looking for them, whether or not they are brought to him.

B. The "concept of exception" means that supervisory control is greatly expedited and increased by concentrating attention upon the significant exceptions to the expected results. Comparison of performance with the established standards is made, giving attention only to performances below average and above average. Variations to standards are most deserving of management attention.

6. COOPERATION - (6)

A. Matters of cooperation cannot be left to chance just because a library continues to operate day-to-day in a routine fashion. A library is not only an organization providing educational services, but also a social system in which each individual performs certain activities involving specific duties, responsibilities and privileges that give him a definite social place and function in it. Much can be done by management to promote social cooperation among employees.

7. COORDINATING - (7)

A. The function of "coordinating" in libraries is a matter of synchronizing and blending together all the resources to achieve harmony. It is directed toward achieving integrated performance, and optimum quantity and quality of efforts. Emphasis is on the factors of cooperation, discipline, teamwork, enthusiasm, recognition, encouragement, respect, and democratic principles.

B. Coordinating, as a function of management, is not something that can be ordered. Rather, it is a by-product coming as a result of other actions; actions such as unanimous agreement and acceptance of objectives, exchange of suggestions and ideas among staff members, and open channels of communication. Good coordinating within a library system makes possible a total accomplishment in excess of the individual parts making up that total. Ten coordinated individuals accomplish much more than 10 persons working as individuals. One reason for this is that certain parts of library jobs must be completed before other parts can be started; e.g., cataloging before filing cards. Another reason is that coordination avoids duplication of effort.

C. Coordinating in a library implies more than just cooperation. Cooperation may exist between certain individuals, yet not among all members of the group. The goal of a group may differ significantly from the goals of each individual. Several persons may cooperate individually with another person, but this does not mean they are coordinated with the group.

8. CREATIVE ACTION - (8)

A. Intrinsically, library ideas have little value. It is only when they are implemented by determined people that they become worthwhile. If one person creates the idea, and another person implements it, the implementor is probably the greater achiever. No library will progress very rapidly without some motivating force. This force is usually supplied by a special-type person who creates action where none existed previously. The department stirs under his influence, with good ideas being kept alive until implementation. Ideas in librarianship are available. However, they do nothing for the library until that special person of action comes along to make them productive. (A $3.50 publication entitled "A Handbook of Library Ideas: 150 Innovative Practices for the Creative Librarian" is available from the author.)

CREATIVE ACTION - (Continued)

B. Behind the facade of every outstanding library, school, or business, there are people directing its destiny, deciding upon courses of action, choosing services and products, working out promotion and advertising, and carefully instituting quality controls to make certain the library will continue to grow in the years ahead. It is still the individual mind of the individual person that works the miracle of a good idea; an idea that can result in a better service or product.

C. It isn't the services, ideas, academic degrees, or resources that make up the entire difference between a fine library and a poor one. Rather, it is how well the services or ideas are managed. There is nothing in the world more valuable than a good idea, but only if someone puts it into effect. An idea without action is like an automobile without an engine. Good library management is evidenced through the creating of new ways of serving patrons, and promoting such services.

D. The greatest successes in any field are won by fine margins. The fastest swimmer in the world is no more than a few inches ahead of competitors. A "drop in the bucket", or a supposedly small improvement in the library, is not unimportant. It may well be of very great importance in the result it produces in service to a patron. The biggest events in life depend upon the smallest ideas starting with the smallest actions. Effective librarians have learned the secret of making the best use of little things - a little time, a little idea, a little opportunity, and making that little go a long way.

E. Although there are basic concepts that are useful in library administration, the director should never lose sight of the importance of his individualness. One of the chief dangers to civilization today is the tendency of people to feel so strongly that they must be like everyone else and "run with the pack." Mediocrity is at home in the crowd. The creative administrator should never surrender his independent thinking, independent study, independent goals, and independent activity. He should dare to be different. The opinions, habits and judgments of others do not necessarily form a secure foundation upon which to operate a library.

9. CREATIVITY - (9)

A. There are two kinds of human thinking that go on in every organization - creative and routine. The first is the highest form and is based on imagination and insight. It follows unpredictable channels and no fixed rules. In contrast, routine thinking requires no special talent to carry it out. It proceeds according to fixed rules along a course that is easily foreseen. Routine thinking can be performed by machines; creative thinking cannot. Both are important, of course, but every administrator should continuously be looking for ways to replace human effort with mechanical forms of energy and control. Too many hours in the day of the professional librarian are spent on routine administrative details.

B. A vast storehouse of creative ideas lie dormant in the subconscious and conscious minds of everyone. The conscious mind contains known ideas that can be recalled at will. It does not represent all that an individual knows. In comparison, the subconscious mind contains every experience that the individual has ever had. By consciously submitting an idea to the subconscious mind, and allowing it to incubate and combine with the magnitude of information collected there, we can produce something entirely different from any existing ideas.

C. Creativity does not ordinarily thrive in the rigid library organization. The stimulants for efficiency in job activities of individuals are quite different from the stimulants for creativity in their mental activities. Absolute order and systemization all tend to restrict the areas of knowledge and interest of the individual. Systems are designed to confine an employee's energies to a small area so that he may become extremely efficient in it. In such libraries, no time is available to pursue creative thoughts or activities not included in the work schedule.

D. Creative individuals possess certain traits to an unusually high degree. Included are imagination, questioning ability, originality, ability to generate alternative solutions, flexibility, independent attitude, ability to synthesize and abstract, sensitivity, intelligence, persistence, drive, aesthetic values, and a liking for challenge. Identification and cultivation of the creative intelligence in staff members is an important responsibility of management.

CREATIVITY - (Continued)

E. New management ideas and solutions to problems are created by combining old ideas and experiences in new ways; putting them together in a new context of time and place; adding other ideas to them; taking something from them; changing their shape, meaning, or purpose. This may be done unconsciously or consciously. Progress in every field is the result of inventiveness, and behind inventiveness is imagination, a very special quality. (A booklet entitled "Creativity for Librarians", $3.00 pap., is available from the author.)

F. One of the major reasons for a lack of creativity in librarianship is traditional thinking. Necessarily, much of this tradition must be unlearned before a fresh approach can be made. As librarians, our capacity to think and act creatively is restricted by the traditional methods drilled into us as the gospel and only way. In other words, there is an element of danger in what we have learned and now take for granted as being the only right way. The rigid rules, fear of change, viewing of procedures as ends in themselves, and various misinformation must be unlearned if we are to become free enough to grow and accomplish. Knowledge gained in the classroom is limited; imagination is not.

G. A capable mind that is unaware of the old approach has a good chance of evolving a new one. Often, our knowledge of an old approach tends to stand in the way of our coming up with a better idea. People armed with old solutions tend to keep digging in the same holes. Too much formal education can actually be a curb to originality. Digging the same hole deeper is certainly not as creative as digging a new hole. Following a precedent is an easy substitute for thinking.

H. Library administrators interested in the creative process will understand that the brain is divided into two halves - the right side and the left side. It is the right side that is most active during sleep, engaging in speculative thought. Filled with images and conjectures, it provides creative solutions to problems. The left side is the one most active during waking hours. It performs logical, rational, practical thought processes. Creative people tend to be right-minded individuals who have learned to use the innovative process of the brain in their waking hours. Granted, many

ideas generated by the right side may be impractical and foolish, but a few will be brilliant and useful.

10. CRITICISM - (10)

A. The use of criticism is a very dangerous practice in library management. Ordinarily, faultfinding, scolding, or tearing down will not improve a situation, condition, or work performance. No matter how certain it seems that an employee is guilty of breaking a rule, loafing, poor performance, or any other action which justifies a reprimand, the supervisor should begin with a question. Not only does this give the employee a chance to tell his story, but it also gives the supervisor a chance to "save face" if he is wrong.

B. When criticism of a staff member is necessary, it should be made privately. Likewise, in no case should a subordinate be criticized in the presence of employees of equal or lower rank. Neither should an employee ever be required to be, at the same time, an assistant to and critic of another employee.

11. DECISION-MAKING - (11)

A. No decision can be better than the personnel who have to carry it out. Whether it is based on facts, intuition, experience, or authority, no decision will have authority behind it unless it is accepted by subordinates. In accepting and following a decision, the employee is placing himself subordinate to the decision maker.

B. Decision-making is most effective when encouraged at the level of operation involved. Delegation should be to the lowest possible organizational level consistent with the nature of the problem and ability of the staff member. That is the location of specialized knowledge and personnel most directly involved.

C. The process of decision-making in any organization involves several fundamental steps: (1) extracting the problem from the situation; (2) putting the problem into words; (3) researching it; (4) brushing aside pre-conceived ideas; (5) reviewing the facts; and (6) thinking through to a solution.

DECISION-MAKING - (Continued)

D. Decision-making pervades the performance of all management functions. In order to plan, organize, coordinate and control resources, a director must make decisions which affect the behavior of subordinates. The decisions of administrators are made not to affect their own behavior, but rather that of others. Nonsupervisory personnel, in performing their work, must also make decisions but these decisions affect primarily their own behavior. The decisions of management have social importance; those of non-managers have individual importance.

E. To take no action is just as much a decision as to take specific action. Frequently, the best solution by an administrator is no action at all. Experience shows that time alone will often solve a problem. In contrast, action affects people; their habits, ways of doing things, relationships to each other, objectives, and morale.

F. Every decision is connected in some way with other decisions which have preceded it, and will have a bearing upon decisions to be made in the future. Just as individuals shape their own lives by the choices and decisions they make, so too do library administrators shape library organization by the alternate choices they make. The decisions chosen may be those carrying the least risk of failure, or those having greatest potential. Accompanying every decision is the danger of going astray and causing other problems.

G. History turns on small hinges, and so do libraries. Librarians are constantly making small decisions, some of them apparently trivial. The total of these decisions finally determines the success or failure of the library. Phenomena do not occur singly. Every one comes preceded by many others, accompanied by many, and followed by many. The cause-and-effect relationship of things is the most important natural law we have. As librarians, we must not attribute to chance things which have an explicable cause; nor should we allow confidence in chance to prevent our doing what common sense and logic tell us we can do to bring about the end we desire.

12. DELEGATION - (12)

A. Delegation of authority and responsibility to subordinates is necessary when a job exceeds an individual's span of control and supervision. This authority and responsibility, however, is not relinquished when delegated. The superior is still held accountable for seeing that the job is performed satisfactorily.

B. Responsibility and authority should be delegated downward to the greatest practical extent. Assignment of all the means required to exercise authority at the lowest practical level results in more and better decisions being made, and their being made more promptly.

C. Effective delegation serves a twofold purpose: it frees the director for constructive work on larger projects; and, it furthers the growth and development of subordinates.

13. DISCIPLINE - (13)

A. Self-imposed discipline is the most effective type. It is self-motivating and shows an eagerness and willingness of the employee to perform in line with the group's aims. In contrast, command discipline secures compliance through the use of fear and penalties. It should be avoided.

B. Most human beings work better under a recognized disciplinary code than if they are permitted to do as they please. Employees want to know where they stand and what is expected of them. Properly applied, discipline is a form of training and growth. It is training in self-control and helps to insure that each person will continue to work for the good of all.

14. EFFICIENCY - (14)

A. Library efficiency is the ratio of work accomplished to the energy put forth and time consumed. That is to say, it is the ratio of value produced to resources invested. Inefficiency and waste occur when great activity produces small results. Increasing efficiency is brought about by improving the organization of work and resources, simplifying work methods, and increasing employees' ability and interest in doing the work.

EFFICIENCY - (Continued)

B. A general concept for the library director to follow is to minimize the performance of work that can be done equally well or better by subordinates. Administrators are paid to perform work that subordinates cannot perform. Thus, most of their time should be spent doing work at that level; namely, planning, organizing, coordinating, and controlling. Any specialist contributes more value when he puts his main effort into his special field, utilizing his highest skill. Work of lower order tends to rob work of higher order. Likewise, whenever possible, machines should be used to perform tasks of an unskilled nature.

15. EMPLOYEE EVALUATION - (15)

A. Library employees should not be judged by the amount of time they put in, but rather by what they do with the time they put in. Results are more important than the time clock. A forty-hour week means little or nothing. It is what the employee does with his time - his effectiveness - that makes him mediocre, good, or great.

B. Every employee in the library is an investment. If he earns $12,000 a year, then his brain and skills are worth a total of about $150,000 (the monetary investment required at 8% to return $12,000). The brain of every worker should be viewed as a piece of investment property worth hundreds of thousands of dollars. One of the tasks of the administrator is to increase the value of brains available, thus increasing returns to the library. As in the case of money, maximizing return on investment is the prime objective.

C. Any library employee who values present comfort more highly than the attainment of a purpose is contributing to the status quo of both himself and the library. The truth is, no person ever passes his self-imposed limitations. People generally receive what they are willing to settle for.

D. No person, however gifted or powerful, can attain or maintain a top position in librarianship without the concurrence of other people's feelings. To have influence with people, rather than to exert power over them, is the most satisfactory way for any administrator to discharge his duties. Empathy, the necessary ingredient, is the skill not only to see what is on the surface of another person's actions - good or bad - but to feel what is behind it; its cause and purpose. No supervisor is bigger than the way he treats his subordinates.

16. EMPLOYEE RELATIONS - (16)

A. The art of managing people is based to a large degree on knowledge and understanding of inner motivating, guiding, and meaning-giving values and feelings of human beings. Library workers can be categorized into six different life styles:

1. SEEKERS - Employees who thrive on challenge and continue to strive for richer experiences. They are creative and have the courage to tackle the unproven.
2. PRESERVERS - Employees who like the status quo and are at home with the familiar, the tradition, the tried and true.
3. CHANGERS - Employees who are constantly trying to alter things. They are critics, protesters, complainers, and radicals.
4. MAKERS - Employees who make things happen. They strive for accomplishment, recognition, and prosperity. It is said that some people make things happen; some watch things happen; and the rest do not know what is happening.
5. TAKERS - Employees who take what they can from the job and create as few waves as possible. They find their rewards from family life, friends, and conventional pleasures.
6. ESCAPERS - Employees who strive to escape from the pressures and demands of every day. They either cannot, or will not, cope.

The majority of any work force generally accept the way things are. Perhaps one-fourth want change.

B. Failure of a library director is seldom due to technical incompetence. Most commonly, it is because of a lack of skill in working with human beings. Five key rules may help in minimizing such failures: (1) treat employees like human beings; (2) harness their desires; (3) teach them how; (4) criticize constructively; and (5) develop a sound philosophy of management concepts.

C. Making allowances for employee eccentricities is both an art and a necessity on the part of a library director if progress is to be made without friction. The need is to forget personalities and think in terms of common interests and objectives to be achieved.

D. It is possible for a library administrator to place too much emphasis on human relations. Undue preoccupation with employee relations can encourage people to feel sorry for themselves, slough off responsibility, find excuses for failure, and think in terms of mediocre performance. The world's work

has to be done and employees have to take responsibility for their own work and lives. When job failure occurs, it is not necessarily the best use of management time to look into the employee's psychological background for factors that may be used as excuses. There may be other library priorities that take precedence.

E. The concept of "individual uniqueness" is an important one in personnel management. Geneticists estimate that the number of different ways of putting together a set of human chromosomes (which determine physical makeup of human beings) is the figure 256 followed by 2.4 billion zeros. It would take more than a lifetime just to write the number. Furthermore, every person is the product of the sum total of all his experiences. This uniqueness of every employee is a major factor in complicating the job of managing people. It is the reason for management being both an art and an inexact science.

17. EMPLOYEE WANTS - (17)

A. The wants of all employees can be classified into three groups: (1) economic, (2) psychological, and (3) social. A pay raise is economic; a private office is psychological; recognition is social. Other important wants include opportunity for development, job security, interesting work, reasonable housing, fair play, efficient leadership, acceptance by the group, and pleasing working conditions. It is important for administrators to recognize that wants are more intimately connected with individuals than with groups. Satisfying group demands usually results in satisfying the wants of individuals.

18. EXCESSIVE MANAGEMENT - (18)

A. Library employees react unfavorably to too much management. In many libraries, the director is the one who receives the credit for improvements and cost reductions, when actually it may be the employees who deserve the credit. Libraries do not necessarily operate effectively because they are well managed or have high-paid directors. They may be successful in spite of poor management because of highly-effective staff members. Smart management outlines the job to be done, provides the tools and procedures to do it, and then leaves the people alone to do it. The less management the better. Abilities,

EXCESSIVE MANAGEMENT - (Continued)

talents and job performance on the part of highly skilled employees in a library may well be greater than the quality of management being exercised.

B. The "concept of restriction" states that anything more than is necessary is too much. It is important for administrators to know what to leave out, as well as what to include. Examples are exceeding authority, criticizing more than is necessary, or being more aggressive than the situation requires.

19. EXPERIENCE - (19)

A. The "school of experience" has a number of defects. First, it teaches wrong lessons and habits as well as right ones. Secondly, it has a way of teaching people over and over again the same lessons they learned quite well the first time. Twenty years of experience may really mean one year of experience twenty times repeated. Third, the "school of experience" has a very unreliable grading system. The person who consistently learns the right lessons does not always get the gold star. And lastly, experience left to itself is slow, unreliable, and costly. The real value of experience depends to a large degree on the quality of management under which the individual works. Unguided experience is costly and can be completely fruitless in improving library operations. The essence of wisdom is to properly connect valuable experiences of the past with challenging opportunities of the future.

20. GRIEVANCES - (20)

A. A gripe may be expressed or unexpressed, real or imaginary. But whether the difficulty is actual or imagined, it is real in the mind of the employee, and the unfavorable reactions to it are the same. It decreases his will to work, causes him to pull away from the team, and tends to make him an "outsider". Ordinary "beefing" may not be the manifestation of a gripe, but just a means of obtaining some relief from a situation the employee realizes cannot be corrected. Many gripes actually originate at home and are brought to the job.

21. HOMOGENEOUS ASSIGNMENTS - (21)

A. The "concept of homogeneous assignments" means that a specific job is created on the basis of skills and related tasks. Like tasks are grouped together.

HOMOGENEOUS ASSIGNMENTS - (Continued)

Every job should be carefully defined in a written job description stating what is to be accomplished, and the amount of authority and responsibility required for its accomplishment. There should be sufficient tasks to make up a whole job. The job is created first; then, a qualified person is selected to fill it.

22. INEFFICIENCY - (22)

A. Library inefficiency is commonly due to one of two causes - either the principles of efficiency are not known, or they are not applied. The first may be due to ignorance or to a library administrator who "knows it all". Or, it may be traced to carelessness or irresponsibility.

B. The effects of an error in library planning are geometric; one mistake creates not one mistake but many. For example, poorly planned entrances and exits to a library (a seemingly small decision) results in more staff, higher personnel costs, greater loss of resources, duplicate acquisition and cataloging costs, less time for processing new materials, and more time spent on record-keeping. As Robert Browning said, "Error has no end". An administrator who makes a mistake in library planning, and fails to correct it, is making many more mistakes.

C. From the viewpoint of a consultant, the most common weaknesses in libraries fall into five general areas: (1) ACCEPTANCE OF TRADITION (lack of innovation and creativity); (2) AVERAGEITIS (being like other libraries); (3) FAILURE TO PLAN (living in the past); (4) FAILURE TO PROFIT FROM EXPERIENCE (repetition); and (5) FAILURE TO DELEGATE (one-man show). Before changes can be made in any of these areas, library administrators must be convinced that the status quo - with no problems - is not synonymous with progress.

D. Perfectionists do not make the best library administrators. The reason is they compulsively demand a higher quality of performance from themselves and others than is required. They set a single standard for all work, whether or not it is really needed. They fret over problems, overlook big issues while pursuing lesser ones, and are sticklers for detail. Their efficiency ratio - net productivity contrasted with energy and anxiety

INEFFICIENCY - (Continued)

output - is low. They are so eager to be right, so afraid to take a chance, that they delay action unnecessarily. Human relations problems often are the result.

23. JOB ANALYSIS - (23)

A. Job analysis is an administrative function to be carried out periodically for the purpose of reviewing and determining duties, responsibilities, mental and physical requirements, required tools and equipment, working conditions, relationships to other jobs, and salary rates. It is a critical study of the duties and operations of library jobs. The process precedes the writing of job descriptions.

24. JOB DESCRIPTIONS - (24)

A. Work will be performed smoothly and competently when functions are clearly set out (and kept up-to-date) in written job descriptions for all library positions. "Functions" include responsibilities, authority and relationships; that is, responsibilities to the library, authority in the department, and relationships with other departments. These functions must be clear-cut and known to employees. The format of a job description usually includes the job title, job summary, duties and responsibilities, special qualifications, equipment used, and special working conditions. (A $3.00 publication entitled "Library Job Descriptions" is available from the author.)

25. LEADERSHIP - (25)

A. Leadership is more than just influencing people to strive willingly for mutual objectives. It is the entire process of uniting all the participating resources - people, methods, materials, equipment, money - into a productive whole. Various forms of leadership are evidenced throughout the library field; namely, (1) personal, (2) nonpersonal, (3) authoritarian, (4) democratic, (5) paternalistic, and (6) laissez faire. All have certain advantages and disadvantages.

B. A major objective of every administrator is to make everything he does and everything he directs net the best possible returns. The value of any library depends upon the well-applied efforts of the human beings employed in it. It is the director who is paid to plan and supervise these efforts.

LEADERSHIP - (Continued)

C. Every administrator is worth just so much as the activities are worth about which he busies himself. Whatever his values and qualifications, he is only as good as his actual performance proves that he is. A library reflects his thinking and values.

D. The effective library director achieves little or nothing on his own. His leadership skills bring out the best qualities and efforts in others. He is continually involved in the complex operation of improving the performance of his staff. This does not mean he must have specialized skills as high as those of his subordinates.

E. By praising good actions on the part of staff members, the library director is in some measure taking part in such actions. An important part of the leadership function is the drawing of fellow workers into the limelight, thus inspiring them with enthusiasm and loyalty.

F. Because of its all-embracing quality, administration demands capacity as well as skills. It has to do with people, things, finance, and happenings. Management is at the focus of troubles and tests of all kinds. Apropos is a proverb to the effect that an army of sheep led by a lion would defeat an army of lions led by a sheep; but the lion that would rather lead sheep is no lion but only a sheep with delusions of grandeur.

G. Leadership is not something possessed by only a few people. Rather, it is inherent and can be further developed in every individual. It is a learned activity of influencing people to strive willingly for mutual objectives.

H. In general, librarians with the highest I.Q.s do not make the best administrators. People with unusually high I.Q.s tend to be bored with the routines and details of administrative activities. They prefer to be by themselves with their ideas and their work, where they can apply logic and deductive reasoning. Frequently, very bright people are difficult to work with, short on patience, expect too much from others, and give subordinates feelings of inferiority. To them, administration seems to be the same thing every day with insufficient intellectual challenge. Of the 23,000 members of Mensa, the world-wide society for people with I.Q.s in the top two percent of the

population, there is only a very small percentage of successful people involved in business activity.

26. LIBRARY EVALUATION - (26)

A. There are seven basic areas of library evaluation; namely:
   1. Patron satisfaction.
   2. Performance and productivity of staff.
   3. Innovation.
   4. Resources and organization.
   5. Management techniques, concepts and principles.
   6. Attitudes, skills, communication, and training of employees.
   7. Value and contribution of library to school and community.

None of these areas will take care of themselves.

B. Standards for evaluating libraries are both quantitative and qualitative. Well known are quantitative standards in the areas of budget, staff, resources, registration, services, and physical facilities. They are established as basic goals to strive for and to help libraries achieve a consistent level of professional adequacy. When a director conducts a self-evaluation of his library, he utilizes many specific criteria for determining effectiveness and areas in need of improvement. A selected listing of 25 specific evaluation criteria follows:
   1. Library appropriation and expenditures.
   2. Circulation, reference questions, and library usage.
   3. Number of librarians per 300 students or patrons.
   4. Number of sq. ft. per user.
   5. Minimum volumes per student or patron.
   6. Minimum expenditure per student or patron.
   7. Adequacy and condition of materials.
   8. Speed of service in supplying information; innovative ideas.
   9. Qualifications and size of staff; training programs.
   10. Use of library by teachers and special groups.
   11. Monthly report and records on status of library.
   12. Annual additions to collection.
   13. Balanced collection to serve all interests and ages.
   14. Regular inventory.
   15. Organization of resources and ease of self-serve retrieval by patron.

16. Library appearance and aesthetic experience (art, bulletin boards, displays, lighting, color, music, exhibits, etc.).
17. Adequacy and condition of space, facilities, and equipment.
18. Library handbook stating policies and objectives.
19. Correlation of resources with curriculum.
20. Library instruction.
21. Library hours and after-hour use of library.
22. Use of library by groups or classes.
23. Cataloging and processing cost per title or unit.
24. National, regional, and state standards.
25. Non-book resources.

C. Proof of successful library administration is operational effectiveness. Even the most logical managerial devices are worthless unless they do the job they are intended to do. Introduction of theoretically "good" administrative devices which do not produce the desired results may even be dangerous, because they suggest that things are being done well simply because the organizational element operates under such "good" management. An administrator's reputation should not be based on how many original techniques he puts into action, but rather on how many of his ideas work to produce desirable results.

D. The growth and progress of a library (or any other organization) depends upon the value created by the staff. Potential is not enough. Unless value is actually created, no organization can grow. Patrons evaluate library services on the basis of value to the meeting of their needs. The everlasting question: "Is this of value to those being served?"

E. Superior libraries are not just a little bit more successful than other libraries; they are many times better in all areas. Some of the more noticeable personnel-related characteristics include: (1) high performance standards; (2) openness to change; (3) open communication; (4) staff understanding of library objectives and values; (5) ideas being evaluated more on merit than origin; (6) a strong sense of identity felt throughout the organization; (7) loyalty; (8) orientation to achievement rather than to procedures; (9) programs for training and developing employees; and (10) delegation of authority commensurate with responsibility.

LIBRARY EVALUATION - (Continued)

F. Encouraging the continual measurement of results is essential to library improvement. Technological civilization is changing very rapidly; much faster than libraries, people, and other segments of our society. The overwhelming majority of all material goods used today have been developed in the last 65 years. Changes in technology mean not only changes in library resources but also in procedures and methods of communication. The results of library policies and services are not constant, and must be evaluated periodically for updating.

27. LIBRARY IMPROVEMENT - (27)

A. Any library service, product, or procedure - no matter how good - can be improved upon, and should be improved with the passing of every year. If not, then it is fair to conclude that staff members are complacent, asleep, and not truly performing at the professional level.

B. Every condition existing in a library has the potential for improvement. Difficulties and problems are meant to rouse, not discourage. Human spirit actually grows stronger through conflict. Libraries do not improve so long as staff members perform only work that is relatively easy and not difficult. The difference between librarians who make libraries better, and those who do not, seems to be a matter of earnestness and vigorous purpose. Librarians in earnest either find means of improvement, or create them. As a result, those libraries effected reach a higher level of service and never fall back to exactly where they were before.

C. An idea on library improvement is not something final, but only a thought. It may be an urge to do something, develop something, create something, improve something, facilitate something, or accomplish something. But for it to be useful, someone must take the idea and formulate specifications on how to bring it into reality. Even the wildest ideas must be tamed into the best behaved and most profitable. Nothing should be thought of as impossible unless it infringes on the laws of nature.

D. The degree of progress in any library can be determined, to a large extent, by the attitude and expressions of its staff members. Some of the most common expressions that indicate resistance to progress and change are as follows: (1) "It won't work in our

library." (2) "We tried that before." (3) "It's too radical a change." (4) "We don't have the time." (5) "The cost is too high." (6) "Don't be ridiculous." (7) "It will make our system obsolete." (8) "It isn't in the budget." (9) "It doesn't fit our program." (10) "We've never done it before." (11) "You're two years ahead of your time." (12) "Let's get back to reality." (13) "Why change it? It's working all right." (14) "The Library Board would never go for it." (15) "We've done o.k. without it all these years." (16) "Let's shelve it for the time being." (17) "Has anyone else tried it?" (18) "It's against our policy." All of these statements show an unwillingness of people to accept the risk of failure.

E. One of the most common forms of maladjustment in library administration comes from being too rigid in dealing readily and efficiently with the demands of changing situations. Authority survives on its merits from moment to moment, so it must be constantly monitoring itself in light of changing conditions. Librarians need to avoid the "we've always done it that way" syndrome.

F. A basic concept relating to human development and progress states that no person ever passes his self-imposed limitations. Employees without purpose tend to dwindle, to shrink and regress as persons. Libraries may do the same thing. They stop developing even though the world goes on changing. Libraries must continue to reflect the changes going on in society.

G. Every achievement is first of all an idea in the mind of an individual who sees a favorable chance to improve things. Changing one small thing for the better is worth more in satisfaction of achievement than proving a thousand things faulty. The measuring of a person's value to a library is not in terms of how many things he can do, or his potential, but rather in terms of his competence in concentrating his skills on one purpose at a time.

H. Outstanding libraries grow from the seeds of discontent. Without some dissatisfaction on the part of staff members (or library users), very little progress and improvement will occur. Librarian satisfaction with the status quo is the greatest deterrent to library improvement. Successful librarianship entails a constant striving for improvement; looking for better ways of serving patrons, better methods, better use of staff time

and resources, and better ways of eliminating waste. Keeping success and achieving success are two different things. The latter must be won every day, week, month and year through creative discontent with things as they are.

I. Every library that exists is in a constant state of becoming something else, either better or worse. What it becomes depends upon the sense of values possessed by the library director and personnel involved. A scale of values, established by the director and staff, will provide the bench marks necessary for measuring progress.

J. Good thoughts and actions do not produce bad results; bad thoughts and actions do not produce good results. Goodness or badness are inherent in the seeds of thought. Until thought is linked with library purpose there is no intelligent accomplishment. Library staff members should be rated, to some degree, on the basis of how much they have improved the library during the past year. This encourages every staff member to come up with original ideas, develop an inquiring mind, and create fresh approaches to problems.

28. LIBRARY OBJECTIVES - (28)

A. Libraries are institutions of culture which enable people to develop - to the utmost of their desires and abilities - morally, intellectually and artistically. The better the management of a library, the better the result of helping people grow in knowledge, wisdom, and understanding.

B. Broadly speaking, the overall goal of a library is the same as that of education - to help individuals become autonomous, self-disciplined, creative, self-reliant, inquiring human beings who have the will and intelligence to determine their own destiny. The three forces which are at the very nerve center of education are the need for imagination, a sense of truth, and a feeling of responsibility. Libraries help people to achieve purpose, direction, and sovereignty over their lives. A well-managed library does it better than a poorly-managed one.

29. MANAGEMENT FUNCTIONS AND PRINCIPLES - (29)

A. Library management can be defined broadly as the distinct process of organizing and employing library resources to accomplish predetermined objectives. It is the activity of establishing proper objectives and then efficiently planning, organizing, coordinating, and controlling operations of the basic library elements of people, materials, methods, machines, and money to achieve these objectives. The efficiency of every library director is related directly to his skill in performing these basic and universal functions of management. They distinguish him from the nonmanager.

B. Management functions (planning, organizing, coordinating and controlling) are basically the same no matter what the field. The principles and concepts governing management apply equally in the small and large library; only the volume of work differs. The resources and services may be radically different in various libraries, but that is not material so far as management skills are concerned. Basic management skills have universal application.

C. If a principle will work in a library for a small result, then the same principle will also work (all things being equal) for a much larger result. The result is limited only by the thinking of the librarian concerned. For example, if you teach a person the principle of addition, he can add one and one, two and two, or ten and ten. The principle will work with any set of figures. It is the same with the principles of management.

30. MANAGEMENT KNOWLEDGE - (30)

A. There is a science of management, although it is not an exact or pure one. That is to say, there is a body of systematized and objective knowledge accumulated and accepted with reference to the understanding of general truths concerning the subject of management. Science teaches one to know; art teaches one to do. Astronomy, for example, is the science; navigation is the art. Management is both a science and an art.

B. It is impossible to learn everything about any discipline, including library management. The problems involved in administration are difficult enough even if they were to remain static. However, they grow, change, and interact in very complicated

ways. Librarians can master certain management concepts but they can never completely master all aspects of management, or any other subject. Consequently, errors can only be minimized, not completely eliminated.

C. To efficiently manage a department, the supervising librarian must have knowledge of the big picture, of which his department is a part. No department can be segregated from the rest of the library. Knowledge of how each department fits into overall library operations is very important.

31. MORALE - (31)

A. Morale is the employee's emotional stance towards his work. It can be measured by the degree of satisfaction of basic wants - a sense of security, a sense of achievement, a sense of justice, and a sense of participation. Good morale cannot be imposed or bought; it must be earned. It is the product of consistently high management character.

32. MOTIVATION - (32)

A. No administrator can create energy in himself or in anyone else. He can only set it free, loosen it, transform it, and direct it. Every individual is born with a certain amount of energy and no more. Those employees seeming to lack energy may, in fact, be full of energy which is merely dormant and waiting for direction. It is desire that uses energy. Without it, energy is rendered futile. Energy can never exceed a person's desire.

B. Behavior is modifiable. People can and do learn new skills. Behavior is also motivated. The actual output of productive effort is dependent to a large degree upon psychological factors which lead each individual to produce more or less within the limits of his ability. Every normal individual has some abilities (or potential abilities) which, if utilized, permit him to make his optimum contribution to the total productive effort.

C. One motive that stimulates people to work is the thought of a desirable end. There is no job in the world so dull that it would not present fascinating angles to someone who is interested in the outcome. The human motivators are sense of achievement, recognition, the work itself, responsibility, and

the possibility of advancement. Making every employee a boss of something is a useful technique.

D. In the management of a library, neither talent, intelligence nor education can take the place of persistence. An administrator may be highly talented, highly educated, and highly intelligent, yet unsuccessful in library management and development. Persistence is the missing ingredient. Without it, no matter how good an idea may be, there will be little growth. As in the case of individuals, a library through the years can either grow better or simply grow older.

33. ORDER-GIVING - (33)

A. No library employee should be subject to orders from more than one source. The concept "unity of command" means that each person in an organization - from top to bottom - has just one boss, and no one but that boss should be giving him direct orders. No employee can serve more than one superior.

B. Orders should never be given to a subordinate over the head of his superior. Furthermore, no change should be made in the scope or responsibilities of a library position without a definite understanding to that effect on the part of all persons concerned.

34. ORGANIZATIONAL RELATIONSHIPS - (34)

A. The concept of "increasing organizational relationships" explains the limiting factor in an administrator's span of control. As additional people are added to a library system, the number of organizational relationships increases at a much greater rate (geometrically) than the number of people added. The relationships among the people involved increase geometrically as people are added arithmetically. As a result, communication becomes increasingly difficult and problems of human relations arise.

35. ORGANIZING - (35)

A. The "organizing" function in libraries is one of determining activities and resources necessary to achieve established goals, and then assigning qualified individuals to each of these activities

in such a manner that the work is successfully performed. It is a matter of categorizing library activities through the distribution of work and delegation of authority. To perform it - and it must be done constantly - the administrator must have knowledge and experience to establish a structure made up of definite operating relationships among the various components of the library organization. Creativity and maintaining adequate conditions for effective execution of plans is an important part of this activity.

B. As in the case of Gestalt psychology, the whole of the library is not the mere sum of its parts. The way in which the parts are put together is the very essence of the totality. Notes in a melody, for example, do not make the melody; their arrangement in a particular pattern does. You may get a different tune from these same notes, just as library directors may get different results from similar organizations and resources.

C. A sizable portion of managerial problems in poorly-run libraries have their start and are nurtured by faulty organizing. Without proper organizing, the library director will find that certain of his resources are working against one another and hindering rather than contributing to the overall success of library plans. Functions become disproportionate, with too much importance being placed on certain tasks. Certain important functions are neglected, or perhaps not even performed. Each department stresses its own importance and problems to the exclusion of other departments. Professional personnel with outstanding qualifications are confined to minor functions, and department heads begin thinking in terms of empire-building. In summary, the more common symptoms of poor library organization include: (1) functions becoming disproportionate, (2) certain functions being neglected, (3) each department stressing its own importance and problems to the exclusion of other departments, (4) people with outstanding qualifications being confined to minor functions, and (5) empire-building.

36. PAPERWORK - (36)

A. Paperwork in libraries is necessary, of course, but it becomes troublesome when employees leap to the conclusion that increased output of papers is an

PAPERWORK - (Continued)

indication of efficiency. There are some records in every library that could be thrown out without impairing operations in the slightest degree. These useless records cost money, measured in terms of paper, filing space, equipment and clerical servicing. The questions to ask are: "Can the records be eliminated completely?" "Can they be combined?" "Can they be simplified?" The fact is, memos and reports are agents of activity. Copies should be sent only to those persons directly involved with the subject matter. Copies "for information" are unnecessary. Their mere existence costs money.

37. PERFORMANCE - (37)

A. Individuals working in a library, or in any organization, differ greatly in their potential and actual contribution to the total productive effort. Certain individuals can grasp information twice as fast, move twice as fast, analyze and solve a problem twice as fast, and complete a job twice as fast. Even among experienced personnel, these differences result in the better performer turning out much more work than the poorer performer. It is a function of management to be aware of these differences and to place the right people in the right jobs.

B. Every person and his job are unique. The relationship between the two is unique. Many people are listed in the census as "librarians", but each librarian is individually successful according to the measure in which he puts the stamp of his own spirit, personality, and talent on his specific work.

C. The concept of psychic income relates to the feeling of value that pervades an employee's whole being when he does something of which he is proud. People who understand the personal creation of value - the rewards of doing something as well as they can - are the greatest contributors to librarianship. There is real meaning in performing <u>any</u> job well, in the style of a craftsman.

D. One of the major responsibilities of supervision is to eliminate nonproductive busyness. It is not how hard a person works that is of greatest importance, but rather the value of what has been produced; that is, why he is busy. The bee is praised, the mosquito is swatted. Work simplifica-

tion is a technique for finding the most economical use of human effort, materials, equipment, time and space. It is a matter of working smarter, not harder, in performing only essential operations in the most economical manner.

E. When any well-established and accepted method of performing a task is repeatedly practiced, whether efficient or not, it receives less and less critical analysis from staff members. It becomes so automatic that it is accepted as the best way. The human mind works the same way with any thought or desire. If repeatedly acted upon, the desire receives less and less attention from the conscience, until at last the response becomes automatic. Employees can become highly efficient at doing things the wrong way.

F. Any library director seriously interested in improving the work processes going on in his library will consider the following steps:
   1. Pick a job problem, particularly in an area where there is work of a repetitive nature. Savings can be realized each time the task is performed. The object is to make routine tasks as habitual and automatic as possible.
   2. Break it down into details and analyze each part.
   3. Question each segment and determine the essentiality of each step. What would happen if you stopped it? Could it be done more efficiently elsewhere by someone else, perhaps less often?
   4. Develop a better way by eliminating steps, combining functions, rearranging sequences, and changing time, place or people.
   5. Apply the improved procedure and methods by encouraging the active participation of the people involved.

G. Success in librarianship, as in any field, involves the pleasing of others. The largest business in the world will cease to exist if it fails to please people. A painter working alone in an attic studio will starve to death if his paintings do not please those with the money to buy them. The same is true if a library's resources do not please those who support the library. Pleasing people involves a process of recognition, communication, services, and gratitude.

38. PLANNING - (38)

A. The "planning" function in libraries is the process of determining objectives, forecasting conditions, and establishing future courses of action backed up with the policies required to attain them. It is a continuous process involving what is to be done and how, where, and who shall be responsible. This activity requires an ability to foresee, to look ahead with a purpose. Based on facts, not emotions, it is intellectual in nature. The means for carrying out library plans are written objectives, policies, procedures, methods, programs, and budgets. A useful formula for the supervisor to follow in planning the work of his department is to ask the questions: WHAT? WHO? WHY? WHEN? and WHERE?

B. Planning for the future can be aided by an understanding of the following principle: Values determine needs; needs determine goals; and needs and goals together determine the function and future of a library. Change is for certain, but whether it turns out to be good or bad depends upon its value to the betterment of mankind.

39. POLICIES - (39)

A. The philosophy of a particular library is communicated through its policies. They provide a firm foundation to guide the library and aid management in keeping it on the planned course towards certain established objectives. Without well-planned, clear-cut policies, a library will simply drift without progress.

B. A library director may have excellent policies, procedures, charts, and other managerial devices, but such tools are worthless unless they are directed toward a common overall objective. In fact, good techniques applied under such circumstances may even be dangerous because they suggest that the performance of a task is an end in itself, whereas it is not at all. Good library methods applied efficiently can be as out of place, unnecessary, and worthless as bad methods applied poorly. For any method to contribute its value, it must be directly correlated to an overall objective established for the library organization as a whole.

POLICIES - (Continued)

C. Weakness is imminent in any library where caution, orderliness and tested procedures replace reasonable risk, adventure and experimentation. Progress is very difficult in an atmosphere of rigidness and conformity.

40. PROBLEM-SOLVING - (40)

A. Most library problems are cause-and-effect situations centering around people. The causes of any library problem or improvement are the circumstances which preceded it. Certain conditions are necessary for the production of a given effect. All the conditions must be considered causes or parts of a cause. The desired improvement is the end or effect, and all the causes are actions necessary to produce that particular effect. Any plan of library improvement must first take the form of a clearly defined effect. Then, all the causes which can produce that effect are determined and applied.

B. Every difficult situation an administrator has to deal with is mixed, rather than being crystal clear. It is mixed in the causes that brought it about, and it is mixed in the emotions it stirs within the administrator. He should recognize, therefore, that two or more apparently contradictory viewpoints may be true, or partially true. Neither viewpoint may be completely true.

C. One of the most common causes of poor reasoning is the assignment of the wrong cause to an observed happening. It is wise to look for a third factor in every cause-and-effect relationship. The apparent cause and the apparent effect may be moving together because some other event is bearing on both alike. The same result may have several antecedents. For example, it may be true that if there are too many cooks the broth will be spoiled, but it is also true that spoiled broth may result from the inefficiency of one cook.

D. Problem-solving by library administrators can be aided by a six-step formula: (1) identify the problem; (2) gather data; (3) list possible solutions; (4) test possible solutions; (5) select best solution; and (6) put solution into action. Although the sequence is not hard and fast, and does not guarantee the right solution every time, the procedure does overcome the temptation to arrive at snap judgments. The quality of a solution is determined by the process and information used in reaching it.

PROBLEM-SOLVING - (Continued)

E. There are always four basic criteria for selecting the best solution among those available: (1) risk, (2) economy, (3) timing, and (4) limitation of resources. The larger the store of experience the administrator has to call upon, the more useful the criteria. No reasoning can be done by the mind unless there are units of comparison gathered through experience and study. The remark "Consider the source" means consider the quality and amount of criteria used by the source in stating an opinion or viewpoint. Value of opinion depends on more than simply reasoning ability.

F. In management, there is a difference between a solution and a decision. For a solution to become a decision, action is necessary, and this the administrator does not provide. His people take the action. He may define the problem, set objectives, classify the decision, assemble information, and find alternative solutions; however, only as his people take right action is the decision actually made.

G. It is well for the library director to realize that there are no permanent solutions to the problems of librarianship. This is because of the continual emergence of divergent problems. The minute one part of an operation is functioning smoothly, another part rears its head. Libraries have to do with human beings, education, children, economics, politics, and business, all of which create many divergent problems. Oftentimes the most pragmatic philosophy for a director to have is one of making things better, not perfect.

H. Estimates of a particular library situation or problem depend to a great extent upon the width, length and acuteness of a librarian's observations of similar situations. However, not all of a particular experience is useful in parallel circumstances. A librarian must isolate the part of an experience that is applicable. Knowledge gained in doing a job twenty years ago must give place to new ways in the light of changed conditions, the improvement of tools and resources, and the advancement in systems of work.

I. Many of the problems library administrators fearfully await either never occur, or, when they do, turn out to be easier to bear than had been anticipated. The fear of imagined problems that

may never come about often prevent administrators from deviating from traditional routines and taking risks. Reducing insecurities is fine but to attempt to eliminate them completely would make librarianship a very static activity.

41. PROFESSIONAL CRITERIA - (41)

A. There are eleven basic criteria for determining whether or not a particular field of work is a "profession". They are useful in helping a library administrator develop an effective management philosophy. The criteria are: (1) service rather than personal gain; (2) education and specialized knowledge; (3) standards in certification, ethics, education, licensing, etc.; (4) theory and intellectual activity; (5) closely-knit professional organization; (6) code of ethics; (7) life career; (8) research and continuous growth; (9) social necessity; (10) public recognition; and (11) standardized terminology. The public image of any occupation is the popular conception to which society grants its own validity regardless of its basis on fact or fantasy.

42. PUBLIC RELATIONS - (42)

A. Members of a community will not make a beaten path to the public library door unless they know of the services and resources offered to satisfy certain human needs. Public relations and advertising of library services, whatever the form, should be thought of as an investment, not a speculation. No matter how good the service or product, it will not be given a fair chance of success unless it is advertised repeatedly, in quality fashion. Advertising can help libraries dispose of their services, just as it brings returns to business in disposing of its goods.

43. RESPONSIBILITY - (43)

A. Responsibility should always be coupled with corresponding authority. The authority and responsibility of every staff member should be coequal. Furthermore, the amount and extent of authority tend to establish the amount and extent of responsibility.

B. The "concept of fixed responsibility" states that for any given period, an individual will accomplish most when responsibility for the completion of a

RESPONSIBILITY - (Continued)

definite task is fixed upon that individual. Every employee will execute his best efforts when he is completely responsible for a particular task. This concept develops initiative, resourcefulness and reliability.

C. The responsibility of management extends beyond any particular library into the helping of people to become increasingly responsible citizens and leaders in home, community, state and nation. The right to individual dignity and sense of worth is the intended heritage of every worker.

44. STANDARDIZATION - (44)

A. The greater the standardization of component library activities, the less controlling needed. Examples are forms, methods, procedures, and correspondence practices. Standardization reduces time spent on problem-solving and decision-making.

45. STANDARDS - (45)

A. Certain factors must be controlled in order to measure the forces that govern the rate of progress in any library. They are: (1) quantity of work, (2) quality of performance, (3) cost of service, and (4) time involved in performing the service. The procedure for measuring these factors involves the establishment of standards indicating what is expected; measuring performance through the use of criteria for evaluation; comparing performance with the standard to find out the difference; and correcting deviations through remedial action.

B. All too frequently, average performance in libraries is assumed to be standard. It is not. Average performance is useful only as a base line of reference representing mediocre accomplishment. Although standard performance does not necessarily represent a level of perfection for a particular activity, it does represent best performance for the intended purpose at a given time. It is the accepted norm or model for comparative purposes in determining quality of performance. Performance standards can be established for every library activity capable of being measured, and are commonly expressed in measurable terms of speed, accuracy, economy, and efficiency. They are very important tools of management.

46. SUGGESTION SYSTEM - (46)

A. The library director gaining the most from an established suggestion system is the one who (1) makes clear that he really wants suggestions from employees and patrons; (2) sets up a way of evaluating ideas; (3) provides suitable recognition for ideas that are accepted, and (4) follows through to see that good ideas are put into use. Making suggestions give both employees and patrons an important sense of participation.

47. SUPERVISION - (47)

A. "Span of supervision" is a concept indicating the limits as to number of people an individual can manage directly. A maximum of nine is considered the limit. Reasons are due to communication, time, distance, knowledge, relationships, and limits on physical and mental energy.

B. In general, close supervision results in lower job performance, less favorable attitudes, and less satisfaction on the part of employees. Improved job performance, and a greater feeling of individual responsibility, often results from shifting the pattern of supervision so as to make it more general.

48. SYSTEM - (48)

A. System in libraries is the ingredient that gets all departments and personnel pulling in the same direction. It is the harness within which people work. A tangled harness reduces teamwork, results in people working at cross-purposes, and produces friction and wasted efforts. Methods and techniques are important, but secondary to the system which provides a sense of direction.

B. System is the major tool for simplifying library tasks. It is a matter of converting into system and method what has been left to experience and rule-of-thumb. System implies concepts and principles, which make decision-making more automatic and which can be taught. A prevalent characteristic of progressive librarians is the making of things simple through system.

49. TEAMWORK - (49)

A. Building teamwork in a library requires an awareness on the part of the administrator as to the many factors causing differences in reactions of employees.

TEAMWORK - (Continued)

People react differently to orders, problems, and situations because of differences in intelligence, personality, temperament, habits, experience, skills, education, interpretations, home conditions, physique, and individual needs and wants. To complicate the matter even more, these characteristics are constantly changing so that each employee will not always respond to the same situation in the same way. This causes management to be a very dynamic activity.

50. TRAINING AND DEVELOPMENT - (50)

A. Certain learning principles apply to all training and development being done in libraries. They include: (1) active participation by the learner is superior to passive observation; (2) immediate feedback on performance is very desirable; (3) learning motivated by success is more effective than motivation by fear; (4) tolerance for failure is best developed through a backlog of success; (5) distributed practice produces greater learning than concentrated practice; (6) intrinsic motivation is preferable to extrinsic; (7) that which is understood is better retained than that acquired by rote; (8) unique and different material is remembered better; (9) every learner responds as a whole; (10) learning occurs more readily the less it interferes with the learner's earlier habits; and (11) forgetting tends to occur most immediately after learning. Application of such principles is essential to effective training.

B. All other things being equal, one of the best techniques of library training and development is job rotation. Firsthand experience in various departments is excellent training for the promotable person. Time spent on each job depends upon how long it takes for the person to master the job duties.

C. As a teacher and trainer, the library administrator should understand what actually takes place in the learning process. When a person sees or hears something, his nervous system produces electrical and biochemical signals. These are permanently impressed on an area of the brain, much as sound waves are impressed and preserved on a record. The information is then stored for future reference. As life continues, this record file becomes voluminous, containing as it does a memory of

everything that has happened to the individual. Whenever there is a new experience, an automatic record selector in the brain goes into action. It pulls down from the file any related past experience and moves the record into the interpretive cortex, which then plays it back. Thus, we all react to a new experience on the basis of past experience. The pain of learning is not from new material but from reorganizing what has already been learned. When we learn, we actually create new cells and deeper brain impressions. The result is behavior change.

D. There are several prevalent fallacies about the process of learning. It is not true that slow learners retain more than rapid learners. It is not true that an older person cannot learn as easily as a young person. It is not true that practice makes perfect; it can also make imperfect. It is not true that a penalty for mistakes secures better results than reward for accurate work. A reward is much more positive. Belief in such fallacies can only have a limiting effect on the learning process.

E. An important residual effect takes place in teaching and training. In the process of training others, the supervising librarian will at the same time increase his own knowledge and become a better supervisor. Improvement comes about through the sharing of new ideas, mixing them with old ideas, and arriving at a new approach, procedure, or solution. Effective training requires active thought on the part of both the trainer and trainee, and where there is thought there is an explaining, reviewing, and justifying of existing methods.

51. TURNOVER - (51)

A. Turnover and loss of library personnel is expensive. The cost varies, of course, with the type of employee involved - skilled, unskilled, or supervisory. Most costly is the loss of the veteran supervisor or highly skilled librarian. Losses to the library must be figured in terms of both direct and indirect costs - recruiting, orientation, training, termination process, lost services and production. Of course, some turnover is considered good because it brings in new ideas and rids the library of misfits.

TURNOVER - (Continued)

B. When high turnover of personnel is occurring in a library, the director should recognize the major reasons why employees quit jobs. They are: (1) dissatisfaction with salaries and wages; (2) friction between employees and supervisors; (3) weak supervision; (4) monotonous jobs; (5) too much status quo; (6) misunderstanding of library policy; (7) little or no opportunity to express ideas; and (8) no future job to work toward. Of these eight reasons, salary dissatisfaction is the most common.

52. WASTE - (52)

A. Elimination of waste is one of the most neglected functions of library management. A leak - whether it involves resources, money, or time - does not have to be very big in order to cause measurable waste. One per cent waste in the library budget in staff time, or in lost resources can amount to a lot of money. An employee wasting five minutes every work day is throwing away 21 hours a year. This wasted time may be a matter of deciding trifles, doing unrewarding things, or planning actions that should have been made habitual.

B. It is just as important for a library administrator to reduce waste as it is to increase the budget. No library is so perfectly managed that there is no leak to stop, no corner to cut, no improvement in operations to make. Efficiency is the obtaining of a required result in the cheapest way possible. Perhaps the greatest enemy of efficiency is complacency. Unfortunately, there is safety in routine, whether it is efficient or not.

C. Time is the raw material of library performance. It can be measured, therefore apportioned. And, it can be wasted, just as we waste materials, money, and energy. How librarians spend their time determines the amount of value added and the amount of waste.

D. A secondary waste in librarianship is caused by society's attitude and image of the work and people in the library field. Society loves to pigeonhole people, which tends to form a barrier that limits the performance of librarians to what others expect. Such limits are a form of waste.

53. WORK SIMPLIFICATION - (53)

A. In applying the concept of work simplification, the library supervisor should consider several hints:
   1. Watch the work pattern of employees. Many jobs settle into repetitive patterns, and these patterns may have been devised by the employees themselves. The waste occurs when employees build into their routines a lot of time-consuming activities. A person with poor work habits will probably spend as much energy as the hard worker, but wastes it on trivia.
   2. Replace the bad habit with a good one. The major tool for improving work habits is substitution. In some cases, this can be done by making a physical rearrangement of the work place.
   3. Start the new employee right. A new employee will accept the work cycle presented him by the first trainer he encounters. This means that before the cycle becomes habitual, it should be studied for idle time.
   4. Give the employee good reasons for changing. Show him how the new method is really less fatiguing and may eliminate some particular difficulty he has been experiencing. Most employees want their efforts to have value to the organization.
   5. Try the job yourself. Many job factors are not apparent through observation alone. An experienced employee may actually make a job look simple through his highly efficient performance. A cataloger, for example, may actually be working at peak performance.
   6. Set a good example in performing your own work. Shuffling papers and duplication are not good examples of work improvement. How much of what you do is really necessary?